

# Church Langton CE (Aided) Primary School



## Equal Opportunities Policy

## **1. Rationale**

It is recognised by the staff at Church Langton C of E Primary School that all children must be given the opportunity to develop their abilities to the fullest extent regardless of gender, race or ability.

## **2. Aims**

- 2.1 To develop a positive self image for all
  - 2.2 To develop children's potential regardless of gender, race or ability
  - 2.3 To promote mutual respect and tolerance
  - 2.4 To make all resources available to all children in order to provide a situation in which all children can make informed choices
  - 2.5 To encourage everyone to act positively against any form of discrimination and in favour of considerate actions
  - 2.6 To prevent sex stereotyping and the subsequent academic and social implications
  - 2.7 To celebrate the cultural diversity of our world and show respect for minority groups.
3. In producing this document we have taken each area separately but acknowledge that they are all inter-related and have a number of aspects in common.

## **3.1 Equal Opportunities – GENDER**

### **3.1.1 School Organisation and Management**

Children will be taught in mixed gender groups unless the teacher is seeking to positively promote self and group image and feels the necessity to organise on the basis of separate gender groups. All registers and class lists on display should be in alphabetical or chronological order. Boys and girls will be encouraged to work together co-operatively. Staff will employ an active policy in seating boys next to girls in some classroom situations. Teachers should be aware of job allocation, positively considering an equal share of duties for both boys and girls, regardless of task. In terms of the School's Positive Behaviour Policy, both sanctions and rewards will be applied equally to boys and girls alike.

### **3.1.2 Curriculum Planning**

As a staff our aim is to have positive expectations of all children regardless of gender. This includes promoting activities which children might traditionally avoid e.g. girls using construction materials or boys in imaginative role-play. Our Curriculum Planning will reflect that boy girl seating arrangements have a positive role to play in terms of raising the achievement of boys. The school will continue to provide a wide range of extra curricular activities that will give equal opportunities to all.

## **3.2 Equal Opportunities – RACE**

The schools aim is to provide for all pupils according to their needs, regardless of their ethnic origin. Staff at Church Langton should recognise the mono-cultural nature of our pupil intake. We must therefore strive to recognise and celebrate cultural diversity of the wider society. We should recognise that the prime cause of prejudice is through ignorance and misunderstanding. Our commitment must be to educate our children to be part of a multi-ethnic society. This can be achieved in our endeavours to teach an appreciation of differing religions and cultural diversity. This can be accomplished through:

- The education of other faiths through the RE Curriculum.
- Recognising other faith festivals.
- Providing resources both in classrooms and library that show positive images of other races and cultures
- Teaching an appreciation of other faiths and cultural backgrounds.
- Taking the opportunity to celebrate dress as part of ethnic cultural heritage
- Taking an active part in the Linking Schools Project.
- Organising visits and visitors that positively promote cultural diversity

### 3.3 Equal Opportunities – SPECIAL EDUCATIONAL NEEDS (See also: Special Educational Needs Policy)

Staff and Governors are committed to the inclusion of children with Special Educational Needs within Church Langton C of E Primary School. Their presence in school will be valued, their differences celebrated. Staff should ensure that equal opportunities will exist for all children with Special Educational Needs. It is important to the philosophy of our school that we eliminate restrictions and help all children to maximise their potential. Staff should recognise that there are various forms of Special Educational Need:

- intellectual
- behavioural
- emotional
- social
- physical
- language and communication

Staff should also recognise that early detection of any of these particular needs will ensure swifter individual programmes for action.

### 4. Curriculum

Staff should constantly be aware of SEN children within their care and in school in general. Staff should have free access to information regarding SEN children but at the same time remember that some of the information will be confidential and must only be discussed on a professional basis. Children with Special Educational Needs will be placed on an SEN Register. Any child on or beyond School Action will require an Individual Education Plan (IEP). This will be drawn up via close liaison between the class teacher, teaching assistant and the SENCo. The Plan will be shared with the child's parents. Children beyond School Action Plus will have a Statement of Needs. The equal opportunities of SEN children will be addressed through the child's IEP or Statement, which should identify:

- SMART, i.e. Sensible, Manageable, Achievable, Realistic Targets for individualised learning programmes.
- A modified yet relevant curriculum to suit individual needs.
- Flexibility in teaching/management styles.
- Identification of appropriate resources to ensure targets can be met.
- Dates for review of target evaluation.
- How parents can be directly involved in their child's education.